

| Bill Number | Short Title  | Sponsors | Latest Action                     | Summary  |
|-------------|--|----------|-----------------------------------|--|
| 1204        | CHARTER SCHOOLS; APPLICATIONS; RENEWALS; REVOCATIONS | Yee      | 3/12 from House Rules okay        | Charter schools are no longer required to include a description of personnel policies, personnel qualifications and method of school governance. The information that must be included with a charter school application to a proposed sponsor or when a renewal application is modified. A sponsor is authorized to revoke a charter or deny a request for early renewal if the charter holder has failed to meet academic or operational performance expectations, complete the obligations of the contract or comply with applicable law. Charter school sponsors are required to post the charter school application and adopted performance framework on the sponsor's website. Emergency clause.   |
| 1444        | SCHOOLS; PERFORMANCE FUNDING                         | Yee      | Could Be Considered in the Budget | Establishes formulas for performance funding for school districts and charter schools, consisting of an "achievement payment" based on the achievement score of the school district or charter holder and an "improvement payment" based on the increase in achievement score for the prior school year over the highest previous score during up to the last five years. The Dept is also required to prepare recommended legislation for consideration in the 52nd Legislature, 2nd regular session that is designed to adjust performance funding calculations to account for the transition from AIMS to the competency test. For FY2016-17, the Board is required to contract with an independent organization to evaluate whether performance funding results in system wide improved academic performance.  |
| 2425        | EDUCATION BOARD; ELL; COMPETENCY TESTS               | Goodale  | Signed by the Governor            | Eliminates the requirement for the State Board of Education to adopt a competency test in at least the areas of reading, writing and mathematics as a requirement for high school graduation. Repeals alternative high school graduation requirements for a student who fails to achieve a passing score on the competency test. Specifies that English language learners must take the competency test adopted by the Board. Eliminates the requirement for the Board to adopt and implement a statewide nationally standardized norm-referenced achievement test in reading, language arts and mathematics. Repeals statute allowing school boards to exempt limited English proficient students from the nationally standardized norm-referenced achievement test and repeals the exemption from public record requirements for the test. Also, retroactive to January 1, 2013, the Arizona English Language Learners Task Force is eliminated and the State Board of Education succeeds to the authority, powers, duties and responsibilities of the Task Force. |

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| 2488        | 200 DAY SCHOOL CALENDAR; FUNDING.        | Boyer, Coleman, Orr, Yee     | Failed in Senate Education 4-5. Could Be Considered in the Budget | A school district or charter holder that elects to provide 200 days of instruction may increase its base level by eight percent, increased from five percent. Individual schools may elect to provide 200 days of instruction and receive an increase in the base level by eight percent if each school has received a grade of "D" or "F" and has incorporated the 200 days of instruction in its improvement plan. Schools must notify the Dept of Education by November 1 in the preceding fiscal year of plans to offer instruction for 200 days. The increased base level does not apply in FY2013-14 unless approval to offer 200 days of instruction was obtained by November 1, 2012.   |
| 2500        | SCHOOLS; TEACHER EVALUATIONS; DISMISSALS | Goodale, Boyer, Miranda, Orr | 3/26 from Senate Rules okay                                       | Various changes to the system for evaluating the performance of certified teachers that school districts are required to establish. The second observation may be waived for a "continuing teacher" (defined) in one of the highest performance classifications. School boards are required to adopt a definition of inadequacy of classroom performance that aligns with the performance classifications, and the definition must be developed in consultation with the district's certified teachers. A preliminary notice of inadequacy of classroom performance must be accompanied by a performance improvement plan designed to help the teacher correct inadequacies. A continuing teacher who has been designated in one of the two lowest performance classifications for the preceding and current school years immediately becomes a probationary teacher and remains probationary until the teacher's performance classification is designated in either of the two highest classifications. Retroactive to July 1, 2013. |